

Change the Channel Marketing Project

Project Description

This project focuses on channel management and the selection of channels of distribution for a local small business. In partnership with the owner of that business, student teams conduct primary and secondary research to learn more about the business itself, its products, its customers, its current channel(s) of distribution, etc. Then, the teams turn their attention to the different channels available to the business. They examine these different channels and determine which would be most profitable for the business. Each team shares its recommendations with the business owner in an oral presentation and short written report. Throughout the project, each student also maintains his/her own journal containing information on channels of distribution; channel management; technological, legal, and ethical considerations in channel management; and the relationship between customer service and channel management.

Performance Indicators

- Explain the nature and scope of channel management (CM:001, LAP-CM-002) (CS)
 - a. Define the following terms: channel, channel intensity, channel length, distribution patterns, exclusive distribution, selective distribution, and intensive distribution.
 - b. Explain how channel members add value.
 - c. Discuss channel functions (e.g., information, promotion, contact, matching, negotiation, financing, and risk taking).
 - d. Explain key channel tasks (e.g., marketing, packaging, financing, storage, delivery, merchandising, and personal selling).
 - e. Describe when a channel will be most effective.
 - f. Distinguish between horizontal and vertical conflict.
 - g. Describe channel management decisions (i.e., selecting channel members, managing and motivating channel members, and evaluating channel members).
 - h. Explain channel design decisions (i.e., analyzing customer needs, setting channel objectives, identifying major alternatives—types of intermediaries, number of intermediaries, responsibilities of intermediaries).
 - i. Discuss the relationship between the product being distributed and the pattern of distribution it uses.
- Explain the relationship between customer service and channel management (CM:002) (CS)
 - a. Explain how customer service facilitates order processing.
 - b. Identify actions that customer service can take to facilitate order processing.
 - c. Describe the role of customer service in following up on orders.

Change the Channel: Teacher Guide

- Explain the nature of channels of distribution (CM:003, LAP-CM-003) (CS)
 - a. Define the following terms: channels of distribution, producer, ultimate consumer, industrial user, middlemen, intermediaries, retailers, wholesalers, agents, direct channels, and indirect channels.
 - b. Identify types of channel members/intermediaries/middlemen.
 - c. Explain the importance of middlemen in the channel of distribution.
 - d. Describe types of channels for consumer goods and services.
 - e. Describe types of channels for industrial goods and services.
- Describe the use of technology in the channel management function (CM:004) (CS)
 - a. Identify ways that the use of technology impacts the channel management function.
 - b. Explain specific applications of technology in channel management.
 - c. Discuss ways that the use of technology in channel management impacts relationships with channel members.
 - d. Explain ways that the use of technology in channel management facilitates global trade.
 - e. Describe benefits associated with the use of technology in channel management.
 - f. Explain barriers to the use of technology in channel management.
- Explain legal considerations in channel management (CM:005) (SP)
 - a. Define the following terms: exclusive dealing, tying agreements, full-line forcing, and closed territories.
 - b. Describe illegal channel management activities.
 - c. Identify laws that govern channel management activities.
 - d. Explain the impact of regulation on channel management activities.
- Describe ethical considerations in channel management (CM:006) (SP)
 - a. Define the following terms: exploitation, coercion, gray market, and slotting allowance.
 - b. Discuss reasons that marketers should not manipulate the availability of a product for the purpose of exploitation.
 - c. Describe ethical issues associated with serving markets with low profit potential.
 - d. Explain when ethical issues can arise in a distribution channel.
 - e. Explain the ethical implications of the gray market on U.S. businesses.
 - f. Describe how communication relates to channel management ethics.

Change the Channel: Teacher Guide

- Select channels of distribution (CM:010) (MN)
 - a. Identify factors that affect the choice of channel of distribution.
 - b. Describe how the following factors affect selection of distribution channels:
 - (1) Nature of product
 - (2) Market size and location
 - (3) Access to channel members
 - c. Explain procedures for selecting channels of distribution.
 - d. Demonstrate procedures for selecting channels of distribution.

Driving Question

- What additional channels of distribution should a local business owner use to sell his/her products?

Timeframe

- 4 weeks

Entry Event

Arrange for a local small business owner (or senior executive) to participate in this project. To kick off the project, this business owner should introduce himself/herself and talk to the class about his/her business: its history, products, customers, etc. Then, the business owner should explain to students that s/he would like to develop new avenues, or channels of distribution, for selling his/her products (via the Internet, in local stores, at tradeshow, etc.). The business owner should explain that the students' primary task over the next few weeks is to determine these new channels of distribution for delivering his/her products to customers. Finally, the business owner should tell students that s/he will visit them once a week (either in person or via Skype, Google Hangouts, etc.) to check their progress and answer any questions that they might have about the business. S/He will also be back in the classroom at the end of the project to hear the students' recommendations.

Change the Channel: Teacher Guide

Initiating the Project			
Process	Purpose	Instructions	Deliverable
Introduce Project	To acquaint students with and generate interest in project	If this is the students' first exposure to project management, explain the role of project management in the classroom, in business, and in life. Use the entry event to kick off the project. Then, discuss the driving question with the class. Share the project statement of work and rubric with the students, and discuss the project's scope and deliverables. Finally, divide the class into teams of four students each.	N/A
Identify Stakeholders	To determine who will be involved in and/or impacted by the project	Each team should use the template provided to identify individuals who will be involved in and/or impacted by the project and its results.	Stakeholder Register
Develop Project Charter	To define the project and create a formal record of it	Each team should use the template provided to develop a scope overview; identify the purpose and benefits; create a milestone schedule; identify acceptance criteria; determine risks, assumptions, and constraints; and explain the team's operating principles.	Project Charter
Authorize Project	To indicate that each team has your approval to continue	Review the teams' stakeholders registers and project charters to determine whether each team is suitably prepared to proceed. Return the teams' documents, and explain that each team should compile its work in a central location (e.g., binder, Google Drive, etc.).	N/A

Change the Channel: Teacher Guide

Planning the Project			
Process	Purpose	Instructions	Deliverable
Introduce Project Planning	To acquaint students with project management plans	Discuss the components of a project management plan with the class. Explain that students must develop each of these components before they can move on to “doing” the project. In essence, students must “plan the work” before they can “work the plan.”	N/A
Define Scope	To determine the scope of the project and project products	Each team should analyze the overview scope in its project charter and use the template provided to further define the scope of both the project and project products. Students should develop detailed descriptions of the project itself and the products of the project, clearly identifying what will be included vs. what will be excluded from the project and products.	Project Scope Statement
Create WBS	To break the project/project deliverable into smaller chunks	Each team should develop a work breakdown structure (WBS). The WBS is a detailed hierarchical listing of all of the things that must be delivered and all of the activities that must be carried out to complete the project. The WBS breaks the project deliverable into smaller and smaller chunks of work, called work packages. After developing a WBS, each team should also create a WBS dictionary that describes each component of the WBS in more detail.	WBS & WBS Dictionary
Sequence Activities	To determine the order of project activities	Each team should put its work packages in a logical order for completing the project. Assist students in determining any work packages that can be done concurrently, rather than consecutively, during the project.	Project Sequence
Estimate Activity Durations	To estimate time needed to complete project activities	Students should estimate the amount of time required for each work package.	Time Estimates

Change the Channel: Teacher Guide

Planning the Project (cont'd)			
Process	Purpose	Instructions	Deliverable
Develop Schedule	To create a schedule for completing project activities	Students should assign any external deadlines to the corresponding milestones. Then, they should assign dates to all of the other work packages based on these deadlines and the estimated time require for each work package. If students have not done so already, instruct them to move their project schedules to a Gantt chart, spreadsheet, or scheduling software.	Project Schedule
Plan Human Resource Management	To establish project roles and responsibilities	Each team should consider team members' strengths and abilities and then use the template provided to identify students' roles and responsibilities chart. Students should also complete the team responsibility matrix (RAM) by listing project work packages and identifying who will be responsible for completing each work package. The team member(s) leading the efforts to complete a certain work package have primary responsibility (P) for the task. Teammates assisting with these efforts have secondary responsibility (S) for the task. Team members who are responsible for approving the work that has been done are marked with an A = Approval.	Human Resource Management Plan
Plan Communications Management	To determine when and how to communicate with stakeholders	Each team should use the template provided to explain what information to communicate, to whom the information should be communicated (e.g., teammates, teacher, etc.), how the information will be communicated, and how frequently the communications should occur.	Communications Management Plan

Change the Channel: Teacher Guide

Planning the Project (cont'd)			
Process	Purpose	Instructions	Deliverable
Plan Quality Management	To determine quality requirements for project deliverables and processes	Each team should use the template provided to identify each of the project deliverables, the level of quality required for each deliverable (the quality criteria column), methods for managing and validated the deliverables' quality (the quality control/assurance activities column), and the individual(s) responsible for managing the quality of the deliverables. After completing the project deliverables matrix, students should repeat the exercise, but this time focusing on project work processes.	Quality Management Plan
Plan Risk Management	To identify risks, perform risk analyses, and plan risk responses	Students should review the potential risks that they identified in their project charter and then use the template provided to identify those and any other risks associated with successful completion of their project, determine the potential cause(s) of each risk, and estimate the probability that the risks will occur. Students should also determine the potential impact of the risks if they occur and what strategies they will use to mitigate that impact.	Risk Management Plan

Change the Channel: Teacher Guide

Executing the Project			
Process	Purpose	Instructions	Deliverable
Manage & Do Work	To develop the project deliverables	After completing its project management plan, each team should review its team members' roles, responsibilities, and deadlines as defined in its project management plan. Then, students should begin work on the actual project deliverables—interviewing the local business owner, conducting research on their partner business and potential channels of distribution, developing recommendations re additional distribution channels to pursue, preparing an oral presentation and written report detailing these recommendations, and individually creating a channel-management journal. Although students' specific actions and activities should be dictated by their team project management plan, the following project processes and outcomes have been identified for reference.	Recommendations for Additional Channels of Distribution & Channel-Management Journal
Interview Business Owner	To obtain primary data about local business	Assist the class in developing a series of questions to ask the local business owner about his/her business. Also, select individual student representatives to ask the different questions. If possible, make arrangements for the class to visit the local business, and conduct the interview while on location. If a field trip is not possible, then invite the business owner to dialogue with students in the classroom (either in person or via Skype, Google Hangouts, etc.).	Interview Responses
Conduct Research	To collect information on partner business and potential channels of distribution	Each team should conduct thorough research on the local business, learning about its products, customers, prices, current distribution channels, promotional efforts, etc. Each team should also conduct research to determine the business's options for additional channels of distribution.	Business & Distribution Channel Data

Change the Channel: Teacher Guide

Executing the Project (cont'd)			
Process	Purpose	Instructions	Deliverable
Analyze Research Findings	To develop recommendations for additional channels of distribution	After completing its research, each team should analyze its data and determine additional channels of distribution for the business. When applicable, each team should identify specific intermediaries within its recommended channels.	Channels of Distribution, including Intermediaries
Write Report	To explain recommendations re channels of distribution	Each team should write a one-page report containing its recommendations re additional channels of distribution. The report should explain reasons for these recommendations and identify specific intermediaries within the recommended channels as necessary. (Target audience: local business owner)	Written Report of Recommendations
Develop Oral Presentation	To communicate findings & recommendations	Each team should develop a three-to-five minute oral presentation that reflects the contents of its written report. (Target audience: local business owner)	Oral Presentation of Recommendation
Create Channel-Management Journal	To explain considerations in channel management	In addition to collaborating with team members to complete project tasks, each student should also develop a channel-management journal containing information on specific aspects of channel management, including channels of distribution; technological, legal, and ethical considerations in channel management; and the relationship between customer service and channel management. Encourage students to avoid using jargon and highly technical language in their journals. Instead, they should write as though the reader knows nothing about channel management and is looking for a simple yet complete explanation of what it involves. (Students should work on these journals throughout the project.)	Channel-Management Journal

Change the Channel: Teacher Guide

Monitoring & Controlling the Project			
Process	Purpose	Instructions	Deliverable
Report Performance	To notify the project sponsor (the instructor) of project progress	Each team should use the template provided to complete and submit a project status report to the project sponsor (instructor). (Determine the frequency of the status reports based on the nature and length of the project.)	Project Status Reports
Record Issues	To define issues and develop necessary responses	When issues arise while executing the project, each team should use the template provided to make note of these issues. Team members should come together to discuss each issue, estimate its potential impact, and determine steps to take (if any) to respond to the issue.	Project Issue Log
Perform Integrated Change Control	To gain the project sponsor's (instructor's) approval for changes to processes and/or deliverables	If a team determines that a significant change needs to be made to its project due to any identified issue, members of the team should use the template provided to notify the project sponsor (instructor) of the necessary change. Students should submit the change request form for approval.	Change Request Form(s)
Control Scope, Schedule, Quality, & Risks	To conduct variance analyses and develop any necessary responses	Students should verify that they are on schedule (and what actions to take if they are ahead of or behind schedule), validate and control the scope of the project (so that they do not get sidetracked or distracted by things not within the scope of the project), perform quality control and quality assurance activities, and monitor and control project risks.	N/A

Change the Channel: Teacher Guide

Closing the Project			
Process	Purpose	Instructions	Deliverable
Present Recommendations	To share recommendations re channels of distribution with business owner	Make arrangements for the business owner who participated in the project to return to the classroom for the students' oral presentations (three-to-five minutes in length). Each team should present its recommendation re additional channels of distribution that the business should establish. Team members should explain multiple reasons for their recommendations, as well as discuss intermediaries that would be involved in these new distribution channels.	Oral Presentation to Business Owner
Submit Deliverables	To submit work for review	Students should submit their project deliverables for evaluation.	Final Project Deliverables
Conduct Post-Project Review	To collect feedback from project stakeholders	Each team should use the template provided to gather feedback from all project stakeholders, including the project team and sponsors.	Post-Project Reviews
Document Lessons Learned	To reflect on the project and students' learning	Each team should compile and analyze the data that it collected via the post-project review forms. Then, each team should use the template provided to document its lessons learned. Finally, each student should use the template provided to assess the performance of each individual within her/his team.	Lessons Learned & Self & Peer Assessment

Change the Channel: Statement of Work (SoW)

Project Title	Change the Channel
Driving Question	What additional channels of distribution should a local business owner use to sell his/her products?
Project Description	This project focuses on channel management and the selection of channels of distribution for a local small business. In partnership with the owner of that business, student teams conduct primary and secondary research to learn more about the business itself, its products, its customers, its current channel(s) of distribution, etc. Then, the teams turn their attention to the different channels available to the business. They examine these different channels and determine which would be most profitable for the business. Each team shares its recommendations with the business owner in an oral presentation and short written report. Throughout the project, each student also maintains his/her own journal containing information on channels of distribution; channel management; technological, legal, and ethical considerations in channel management; and the relationship between customer service and channel management.
Timeframe	4 weeks
Objectives of the Project <i>(what you will learn to do)</i>	<ul style="list-style-type: none"> • Explain the nature and scope of channel management • Explain the relationship between customer service and channel management • Explain the nature of channels of distribution • Describe the use of technology in the channel management function • Explain legal considerations in channel management • Describe ethical considerations in channel management • Select channels of distribution

Change the Channel: Statement of Work (SoW)

<p>Key Deliverables</p>	<p><u>Written Report of Recommendations</u></p> <p>Each <u>team</u> writes a one-page report containing its recommendations regarding additional channels of distribution. In the report, the team explains its reasons for the recommendations and identifies specific intermediaries within the recommended channels as necessary. (Target audience: local business owner)</p> <p><u>Oral Presentation</u></p> <p>Each <u>team</u> develops and shares a three-to-five minute oral presentation that reflects the contents of its written report. (Target audience: local business owner)</p> <p><u>Channel-Management Journal</u></p> <p>Each <u>student</u> develops a channel-management journal containing information on specific aspects of channel management, including channels of distribution; technological, legal, and ethical considerations in channel management; and the relationship between customer service and channel management. (Target audience: someone who knows nothing about channel management and is looking for a simple yet complete explanation of what it involves.)</p>
--------------------------------	--

Change the Channel: Written Report of Recommendations Rubric

Criteria	Professional	Experienced	Developing	Novice
Content The information contained in and communicated by the written report of recommendations 60 points	Recommendations are clearly and concisely explained.	Recommendations are explained relatively well, but some clarification is required.	Recommendations are difficult to follow and understand.	Recommendations are incomplete or missing altogether.
	Recommendations are logical and fully supported.	Recommendations are reasonable but lack some support.	Recommendations are inconsistent in their logic and lack support.	Recommendations are highly questionable and not supported.
	Channel intermediaries are clearly identified and explained	Channel intermediaries are identified and somewhat explained, but further detail is required.	Channel intermediaries are identified, but no explanation is provided.	Channel intermediaries are not identified or explained.
Communication Ability to express oneself so as to be understood by others 20 points	Ideas are expressed clearly and are easy to understand.	Ideas are expressed clearly with only a few words being difficult to understand.	Both ideas and words require effort to understand.	Ideas are vague and elusive, and language is difficult to understand.
	Report is neat, contains no misspelled words, and is grammatically correct.	Report is neat but contains minor spelling and/or grammatical errors that are not distracting.	Report is neat but contains spelling and/or grammatical errors that are distracting.	Report is messy, with many errors in spelling and grammar.
	Visual aids support, focus, clarify, and reinforce information given.	Visual aids add some support to the information given.	Visual aids are related to the information given but do not clarify or reinforce it.	Visual aids detract from the information given, raising many questions.
Organization How the information is put together 20 points	Sections are clearly identified and titled, and material is easily located.	Sections are clearly identified and titled; only a few items are difficult to locate.	Some sections are not identified or titled, and several items are difficult to locate.	Sections run together or are not identified or titled; material is difficult to locate.

Change the Channel: Channels of Distribution Briefing

Topic	Channels of Distribution
Channels of Distribution	<p>Channels of distribution are the paths, or routes, that goods and services take from the producer to the ultimate consumer or industrial user. Rather than being physical paths or routes used to transport goods, though, these channels represent the businesses or people who perform different functions to enable products to be in the right places at the right times.</p>
A Beginning & An End	<p>Every channel of distribution begins with a producer. A producer is an individual or business who makes or provides particular goods and services.</p> <p>Every channel of distribution ends with either an ultimate consumer or an industrial user. An ultimate consumer is anyone who personally uses a good or service to satisfy his/her own wants. An industrial user, on the other hand, is a business that buys materials, services, or goods that will be used to make other goods or used in the operation of the company.</p>
Intermediaries	<p>Many products take paths that include other channel members in addition to the producer and the ultimate consumer or industrial user. These other channel members are called intermediaries or middlemen. They operate between the producer and the consumer or industrial user to help in the movement of goods or services. Intermediaries include:</p> <ul style="list-style-type: none"> • Retailers: Businesses that buy consumer goods or services and sell them to the ultimate consumer • Wholesalers: Businesses that buy goods from producers and sell them to retailers • Agents: Businesses or individuals who assist in the sale and/or promotion of goods and services but do not take title to them <p>Intermediaries allow producers to match their production to the wants of consumers or industrial users. This is possible because intermediaries buy large quantities of goods from producers and sell smaller quantities to other intermediaries or consumers; collect goods from different producers and divide them into quantities and assortments that consumers will want; and transport and store goods so that they will be available to consumers or industrial users where and when they are wanted or needed.</p>

Change the Channel: Channels of Distribution Briefing

Direct vs. Indirect Channels	<p>Channels of distribution fall into two categories. These categories are:</p> <ul style="list-style-type: none"> • Direct channels of distribution: Goods and services move directly from the producer to the consumer or industrial user • Indirect channels of distribution: Goods and services move from the producer to intermediaries and then to consumers or industrial users
Channels for Consumer Goods	<p>There are five channels of distribution for consumer goods. These are:</p> <ul style="list-style-type: none"> • Producer to consumer • Producer to retailer to consumer • Producer to wholesaler to retailer to consumer • Producer to agent to retailer to consumer • Producer to agent to wholesaler to retailer to consumer
Channels for Industrial Goods	<p>Common routes for industrial goods to take from producer to user are:</p> <ul style="list-style-type: none"> • Producer to industrial user • Producer to industrial distributor to user • Producer to agent to user • Producer to agent to industrial distributor to user
Channels for Services	<p>Most services are consumed when they are produced, which means that they follow a direct channel of distribution from the service provider to the consumer or user. However, other services may follow an indirect channel of distribution, beginning with the service provider, moving to an agent, and then to the consumer or user.</p>

Initiating the Project: Stakeholder Register

Name	Designation	Role in Project	Internal/External Stakeholder	Contact Information
<i>Example: Gary Harris</i>	<i>Student</i>	<i>Project Team Member</i>	<i>Internal</i>	<i>555.555.5555</i>

Initiating the Project: Project Charter

Project Title	
Scope Overview <i>(a brief description of the project)</i>	
Business Case <i>(the purpose & benefits of the project)</i>	
Milestone Schedule <i>(an estimate of when milestones & deliverables will be completed)</i>	

Initiating the Project: Project Charter

<p>Acceptance Criteria</p> <p><i>(how the final product will be evaluated)</i></p>	
<p>Risks, Assumptions, & Constraints</p> <p><i>(things that could cause problems during the project)</i></p>	
<p>Team Operating Principles</p> <p><i>(team's absence policy, work policy, leadership policy, work ethics; member dismissal procedures, etc.)</i></p>	

Initiating the Project: Project Charter

Names & Signatures of Project Team Members	
Sponsor Signature	

Planning the Project: Project Scope Statement

Project Title	
Project Team Members	
Project Description <i>(an explanation of the work that the project involves)</i>	

Planning the Project: Project Scope Statement

Product Description <i>(an explanation of the deliverables resulting from the project)</i>	
Out of Scope <i>(a summary of activities and/or outputs that will <u>not</u> be included in the project)</i>	

Planning the Project: Human Resources Management Plan

Roles and Responsibilities

Name	Role in Project	Skills/Strengths	Responsibilities
<i>Example: Gary Harris</i>	<i>Project Team Member</i>	<i>Attention to detail; writing</i>	<i>Research; Lead writer</i>

Planning the Project: Human Resources Management Plan

Responsibility Assignment Matrix (RAM)

P = Primary Responsibility
S = Secondary Responsibility
A = Approval

		Person					
WBS Code	Work Package/ Activity						

Planning the Project: Communications Management Plan

What to Communicate?	To Whom?	How? (Method)	When?

Planning the Project: Quality Management Plan

Project Deliverables	Quality Criteria	Quality Control/ Assurance Activities	Responsibility

Project Work Processes	Quality Criteria	Quality Control/ Assurance Activities	Responsibility

Planning the Project: Risk Management Plan

Risk	Potential Cause(s)	Probability of Occurrence <i>(1 to 5, with 1 = highly unlikely & 5 = very likely)</i>	Potential Impact of Occurrence	Response Strategy

Monitoring & Controlling the Project: Status Report

Project Title	
Date	
Project Team Members	
Project Status <i>(select one)</i>	<input type="radio"/> In good shape <input type="radio"/> At risk of going off track <input type="radio"/> Out of control
Tasks Accomplished <i>(work completed during this time period; include completion dates)</i>	

Monitoring & Controlling the Project: Status Report

<p>Tasks in Progress</p> <p><i>(what the team is currently working on; include forecasted completion dates)</i></p>	
<p>Planned Tasks</p> <p><i>(work that hasn't been started yet; include expected completion dates)</i></p>	
<p>Issues</p> <p><i>(from issue log)</i></p>	

Monitoring & Controlling the Project: Status Report

Questions for Discussion

*(items to discuss
with your instructor/
project sponsor)*

Monitoring & Controlling the Project: Issue Log

Issue	Date	Priority (high, medium, or low)	Resolution	Assigned To	Status (open, closed)

Monitoring & Controlling the Project: Change Request Form

Project Title	
Date	
Project Team Members	
Description of Change	
Reason for Change	

Monitoring & Controlling the Project: Change Request Form

Impact of Change on Project	
Decision <i>(by project sponsor)</i>	<input type="radio"/> Approved <input type="radio"/> Denied <input type="radio"/> Deferred/Delayed
Rationale for Decision	
Sponsor Signature	

Closing the Project: Post-Project Review

Project Title:

Name:

Role in Project:

Date:

Milestone/ Process	What Worked Well	What Didn't Work	Recommended Improvements

Closing the Project: Post-Project Review

In your opinion, was the project successful? Why or why not?

How well did the project team do in achieving project objectives?

How closely did actual project activities align with your team's schedule in the project management plan?

Did you have sufficient resources (e.g., time, people, etc.) to complete the project? If not, what did you need more of, and why?

How well did team members communicate with each other?

What significant issues did you encounter during the project, and how were these issues handled?

Closing the Project: Lessons Learned

Project Title:

Team Members:

Milestone/ Process	What Worked Well	What Didn't Work	Recommended Improvements	What We Learned

Closing the Project: Lessons Learned

Milestone/ Process	What Worked Well	What Didn't Work	Recommended Improvements	What We Learned

Closing the Project: Self & Peer Assessment

List your team's members, including yourself, in the space provided below. Then, rate every person on each behavior listed. Use the following rating scale:

4 = Always

3 = Usually

2 = Sometimes

1 = Never

	Team Member Names (including your own)					
Behaviors						
Exhibited a positive attitude						
Treated others with respect						
Shared responsibilities						
Did work accurately & completely						
Communicated clearly & effectively						
Was organized						
Managed time wisely						